DOCUMENT RESUME

ED 054 295 VT 010 199

TITLE	Job Horizons for Women and Girls in the District of Columbia.
INSTITUTION	Women's Bureau (DOL), Washington, D.C.
PUB DATE	69
NOTE	62p.; Report of the conference (Washington, D.C., December 6-7, 1968)
AVAILABLE FROM	Women's Bureau, Wage and Labor Standards Administration, Washington, D.C. 20210
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Conference Reports, Counseling, *Culturally Disadvantaged, Day Care Services, *Females, Manpower Utilization, *Resource Guides, Training, Transportation, Vocational Counseling, *Workshops

ABSTRACT

The Conference on Job Horizons was designed to provide interested persons in the Washington, D.C. area with information about employment opportunities, programs, and guidance and counseling services for disadvantaged women and girls. It also provided an opportunity to discuss ways of improving and devising new programs and more effective utilization of existing resources. The conference report includes the introductory remarks and a keynote address and presents the findings of the various workshops, which stressed the need for more counseling in the schools and at community centers, for child care centers, and for better public transportation. A how-to-do-it guide is appended for persons who are interested in setting up such a conference. (BC)

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Report of the Conference

JOB HORIZONS FOR WOMEN AND GIRLS IN THE DISTRICT OF COLUMBIA

December 6-7, 1968, Washington, D.C.

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U.S. DEPARTMENT OF LABOR · Wage and Labor Standards Administration

ED054295

JOB HORIZONS FOR WOMEN AND GIRLS IN THE DISTRICT OF COLUMBIA

Report of a
community conference
cosponsored by:

D.C. Commission on the Status of Women

Vocational Education Department
Pupil Personnel Services Department
D.C. Public Schools

Women's Bureau
Wage and Labor Standards Administration
U.S. Department of Labor

U.S. DEPARTMENT OF LABOR
George P. Shultz, Secretary

WAGE AND LABOR STANDARDS ADMINISTRATION
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WOMEN'S BUREAU
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PREFACE

The impetus for a Conference on Job Horizons for Women and Girls in the District of Columbia crystallized following a citywide forum called by the D.C. Commission on the Status of Women in November 1967. At that meeting a recommendation was made to explore existing facilities and determine future needs in the areas of vocational education, guidance, training, and employment of women and girls.

As a result, the Commission, the Women's Bureau of the U.S. Department of Labor, and the Departments of Pupil Personnel Services and Vocational Education of the D.C. Public Schools joined forces in co-sponsoring this pilot conference.

The Conference Planning Committee included representatives of the sponsoring organizations and of the U.S. Civil Service Commission; the Labor Department's Bureau of Apprenticeship and Training; the Department of Health, Education, and Welfare; the D.C. Employment Service; the D.C. Manpower Administration; and of a variety of community agencies. The chairman of the D.C. Commission served as chairman of the Planning Committee, and the chief of the Field Division of the Women's Bureau was conference coordinator. Mrs. Ruth G. Nadel of the Women's Bureau served as chairman of recorders and prepared this report.

Placing particular emphasis on the needs of disadvantaged women and girls, the Planning Committee adopted specific goals:

TO EXAMINE

-- employment opportunities open to women and girls in the District of Columbia;

-- present programs designed to help them take advantage of these opportunities;

-- guidance and counseling services, and continuing vocational education and training procedures.

TO DEVELOP

-- ways of improving and expanding existing programs;

-- concepts for new programs to assist women and girls, including those with special needs.

TO PREPARE

-- for more effective utilization of existing resources;

-- for meeting new conditions and challenges affecting women and girls in, or preparing for, the world of work.

To attain these goals would require, the committee decided, the participation of a wide cross section of business, government, and public and private agencies concerned with employment opportunities. Invitations were extended to representatives of groups in each sector directly concerned with counseling, guidance, vocational education, job training, employment, and supportive services. The number of participants was kept small to make it possible to have a working conference with ample opportunity for exchange of ideas.

For the use of other groups that might wish to hold similar conferences, a step-by-step planning guide has been included in the appendix.

The vision of the D.C. Commission on the Status of Women made possible this conference, which received the hearty support of the city schools and the Women's Bureau of the Department of Labor. Through its multidisciplinary approach, organizations and agencies in the District of Columbia were afforded fresh insights as well as a unique chance to share information. It is the hope of all who undertook the conference that this report will serve to stimulate added interest on the part of other communities in examining and upgrading conditions relevant to the preparation and training of their own women and girls for the world of work.

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FIRST GENERAL SESSION

MRS. HENRY GICHNER, chairman of the conference, welcomed the assembled 225 persons and introduced Mrs. Esther Peterson, Assistant Secretary of Labor for Wage and Labor Standards, who set the tone for the conference with the declaration that "It is not enough to open doors; we must prepare our women and girls to walk through them."

MRS. ETTA WAREHIME, extending her greetings as principal of Burdick Vocational High School, noted the appropriateness of holding the conference at the school, since Burdick is entirely involved in the training and education of young women for the world of work. She announced that 100 percent of the 1966 and 1968 graduating classes and 98.4 percent of the 1967 class had been placed in the areas for which they were trained.

A frame of reference for the conference was developed by the four sponsoring groups in their opening remarks.

MRS. GICHNER, D.C. Commission on the Status of Women Chairman, described the background of the conference. Enough interest had been expressed at the first community conference of the Commission last year to continue discussions with interested citizens of the District of Columbia on counseling, guidance, vocational education, job placement, and supportive services for women and girls. She stated:

"There were many facilities and all kinds of services, but no one seemed to know where to get the information to put them all together. There was a need to explore these services, to find out if they should be expanded, and if coordination was indicated.

"The D.C. Commission was established in January 1967 following the pattern of most States. With a membership of 15 men and women representing a cross section of the community, the commission has a mandate to investigate and recommend constructive action directed toward improving the status of women in the District of Columbia in the following

areas, among others: 'education at every stage of life' and 'new and expanded services . . . to facilitate their optimum functioning as homemakers, breadwinners, and citizens.'"

MRS. AILEEN DAVIS, Assistant Superintendent, Pupil Personnel Services Department, D.C. Public Schools, stated that the Department consists of the Divisions of Guidance Services, Pupil Appraisal Services, Attendance and Work Permit Services, and Child and Youth Study Services. The latter is organized into four centers, one for each major geographic area in the city. The first of the community-based multidisciplinary centers to be established is in Anacostia (Southeast). Through the coordinated team approach, these facilities will provide psychological, social work, and child attendance services to children, parents, and schools. They will enable community organizations to participate and be involved.

In addition, two pupil personnel teams composed of professional and subprofessional workers operate in the title I* schools, now concentrated in the Dunbar-Cardoza area of the inner city. This program, for the identification and deterrence of the potential dropout, tries to prevent students from leaving school prematurely by assisting them and their families with whatever problems they may have. The teams consist of pupil personnel workers who are college graduates with training or experience as counselors or social workers, and aides with 1 year of college, who are the community workers. Available to them for backup assistance are psychologists, additional social workers, and attendance officers. Services may vary from taking a child to get a new pair of shoes to arranging for psychiatric care for a disturbed child, depending on the kind and degree of help needed to assure a child's being able to remain in school. "The solution to a child's economic need may range from supplying clothing and arranging for free lunches to work training and employment for an adult member of the family, usually the mother, to establishing eligibility for welfare. We try to meet not only the economic needs of these children but the emotional, educational, and social needs as well."

These special teams also follow up students who have already dropped out, to attempt to adjust their problem so that they may return to school.

In the Guidance Services Division, with an increased number of counselors at all levels, counseling services have greatly improved. In the D.C. Public Schools, every elementary school has at least one counselor, 27 schools have two counselors, and one school has three. Each of the junior and senior high schools has from four to seven counselors. Eighty-three percent of the counselors employed in the public schools are women.

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*Elementary and Secondary Education Act of 1965.

Vocational counseling begins early in the elementary schools. Junior and senior high school counselors help pupils select courses of study best suited to their aptitudes, abilities, and interests as well as their educational, vocational, and career goals.

Mrs. Davis concluded by saying that counselors believe additional current information on training and job opportunities is needed. Information sources should collect and interpret data for counselors so they can make more effective use of the data at each of the various age levels, especially as they apply to the development of girls and women in all areas.

MR. ROBERT VOLLAND, Director, Vocational Education Department, D.C. Public Schools, highlighted these facts:

At the three vocational high schools serving young women, approximately 1,200 students are enrolled in business and office occupations, distributive education, health occupations, and a wide range of trade and industrial occupations. Graduates of the citywide program have a 91.2 percent placement record.

In the regular senior high schools approximately 2,000 young women are enrolled in vocation-oriented courses, principally in the fields of office occupations and distributive education. Another 2,800 girls are registered in home economics classes that have some occupational relationship, such as child development, home management, or family living.

At the postsecondary level, 550 adult women are receiving full-time training in a wide variety of business and office, health, and trade and industrial occupations.

At the adult and part-time level, 790 women are receiving specific vocational training in the evening; another 2,500 are enrolled in the regular evening school program (many in the so-called academics--probably to prepare for, or advance in, employment); 300 are in adult basic education classes at community locations; 780 are taking home economics courses which might be termed supportive to employment; and 300 are in the institutional Manpower Development and Training Act programs given in the public schools.

"To summarize: at the high school level approximately 3,200 girls are taking courses designed for occupational preparation. Present facilities are taxed to the limit, unable to accommodate an estimated additional 10,000 to 12,000 young women who could profit by vocational education. Much more also needs to be done at the adult level, where the total enrollment is approximately 5,000. We solicit your support as members of the community to help us improve and expand."

MRS. MARY N. HILTON, Deputy Director, Women's Bureau, extended the following greeting:

"We are grateful to have this opportunity to share in what we believe can be a landmark conference for women and girls in the District of Columbia. The mission of the Women's Bureau is to promote the welfare of women; and you know that women make up over a third of our labor force, that about one-half of all the women in the United States between the ages of 18 and 64 are employed today, that 9 out of 10 girls are going to work at some time in their lives--and many of them for many years. While some women are found in virtually all occupations, on the whole our womanpower resources are underutilized. Women workers are still concentrated in the lower paid, lower skilled occupations.

"Girls need special counseling, beginning at an early age, to help them have a more realistic understanding of what their lives will really be like. Mature women--now returning to the labor force in ever-growing numbers--particularly need special counseling help to assure that they do not just drift into the labor force and take any job that is at hand and, in so doing, sell themselves and our economy short.

"We need to know what vocational education and training opportunities are available in this community to meet the special needs of girls and mature women, and whether our girls and women know about them. We need to know what community services are available, whether we have enough day care facilities, whether transportation is convenient and not too costly.

"The purpose of this conference, I feel sure you will all agree, is to find out whether we have the answers to these questions and to gather a rich harvest of practical suggestions for action that we can start to implement immediately."

TAPPING WASHINGTON'S WOMANPOWER

Excerpts From the Keynote Address Presented by
Mr. Horace R. Holmes, D.C. Manpower Administrator*

First, I would like to address myself very briefly to an overview of the labor market because it not only provides the setting for job opportunities in the area for the skilled and experienced worker, but also supplies a backdrop--the environment in which jobs are to be developed for those in the process of being prepared as well as for the less prepared or, if you will, the disadvantaged.

The Job Market

The area skill survey report tells us that the Washington area, up to a couple of years ago at least, was the fastest growing of the Nation's very large areas in terms of population growth, stimulated by a large number of job opportunities. A proportionately larger migration of people was attracted to Washington than to most other areas, up to mid-1966. Since that time, however, employment growth has dropped off perceptibly. The survey shows a slower growth rate through 1967, and I am informed that a further projection of these data to August 1968 indicates that additional deceleration has taken place. It adds up to the fact that employment is increasing in the area but only about half as rapidly as it increased during the more dynamic growth years between 1962 and 1966.

*Mr. Holmes was appointed Manpower Administrator of the District of Columbia in March 1968. As such he is a member of the executive staff of the Assistant Secretary for Manpower, U.S. Department of Labor, and of the Mayor's cabinet. He came to the Labor Department in June 1967 as director of the Office of Planning and Evaluation in the Bureau of Work-Training Programs, following 12 years of administrative service in the District of Columbia government.

A native of Washington, D.C., he holds degrees in sociology and social work from Howard University. Mr. Holmes has been consultant and workshop leader in numerous conferences and seminars on employment and training programs in the area, and currently serves as chairman of the Metropolitan CAMPS (Comprehensive Area Manpower Planning System) Committee.

Somewhat paradoxically, with the slower rate of employment growth, the scarcity of available qualified workers is still with us. In fact, the situation is a bit tighter than it was during 1966 and the years immediately preceding it. This presents an environment conducive to trying any kind of device which will provide more workers for Washington employers. It seems to me that this provides the opportunity to break down more complicated jobs to allow lesser skilled workers to be utilized, to hire more part-time help in lieu of full-time job applicants, to use more trainees, to introduce more training programs, and to broaden hiring practices to include persons an employer may not have considered hiring before in specific jobs, namely women and girls.

Local Job Opportunities for the Qualified Woman

The pattern of Washington's industry is such that it provides more job opportunities for women than do other localities. As we all know, Washington's manufacturing segment is very small and it lacks heavy industry--activities which usually attract a preponderance of men. Instead, it is greatly weighted toward government and the service industry activities which traditionally have made more use of women. Washington, therefore, has a higher percentage of women in its labor force than most other areas. Bolstered even further by the impact of equal opportunities legislation, the breaking down of sex preferences in hiring, the trend toward making higher level executive type positions more available to women, and the willing response of many employers to open new vistas for minorities, the employment environment for women and girls in the area presents a very favorable outlook.

On the other hand, however, I feel some concern for the mandate to cut back Federal employment to the 1966 level and its impact on the female jobseeker nationally as well as locally, since women tend to concentrate more in government fields of work. Consequently, any large reduction in opportunities to work in government has to have some effect upon the opportunities available to female workers.

Characteristics of Our Female Work Force

I do not think it necessary to more than mention that it does not make sense to talk about women and girls as a homogeneous group in the job market--welfare mothers are not like college graduates or suburban matrons returning to the world of work. The spread in worker qualifications and worker aptitudes is as great among women and girls as it is among men and boys.

Opportunities for college graduates are good, but the female jobseeker with the liberal arts degree is frequently required to start at a lower level in an organization and frequently at a lower rate of pay than the male worker starting at the same level in the organization. How, with more jobs available than males alone can fill, this practice may be broken down might be a matter the conference could address itself to. What assistance can be rendered to women seeking work with male-oriented organizations? And are there still some male citadels to be conquered before full parity of the sexes is achieved in the competitive job market?

Testing--a Competitive Device

The job market puts a premium on the educated worker, the college-trained applicant. For the high school graduate without specific occupational skill, getting a job is more difficult. Employers have to train those with the potential to learn skills which continue to grow more complex. Tests are widely used to identify the more talented applicants, so the high school graduate is increasingly required to face this competitive device. Employers are often looking, in addition, for those who have not only the ability to learn but also the ability to advance in the organization. This type of selectivity is frequently built into the tests applied to untrained applicants.

The general state of the testing art might well be another point the conferees could consider here. How valid are the standard tests in general use by employers? the measurements of individual abilities against actual job requirements? Counselors in this conference might find it useful to consider the currency of these testing tools. More occupational fields, on this basis, are available to males than females. Unless the interest of women and girls can be stimulated toward these other fields of work, and tests given a close scrutiny, employers will tend to seek men only.

Part-Time Employment

The needs of the female jobseeker often are more restrictive than those of the male jobseeker. A larger proportion of women seek part-time work, and often they are limited to specific hours of the day. Matching the job and worker under such conditions is more difficult. The emergence of more part-time jobs has been a natural consequence of the current tight labor supply situation in the area. Perhaps the possibility of giving further impetus to this development ought also to be examined. Additional part-time jobs may promise more for skilled or educated women than for others. I would like to call attention to a booklet that provides some excellent material in this direction. Called "Washington Opportunities for Women," it was published as a guide to part-time work and study for the educated woman in this area.

Job Aspects for the Underemployed and the Disadvantaged

The manpower aspects of the war on poverty caused us from the start to wonder about the size of the need--the size of our job. In measuring this need, we were concerned about those working part time when they had need for full-time jobs, those who had jobs paying less than subsistence levels, those who had need of income and a job which could supply it but because of various types of impediments or problems were not seeking work. Our estimates indicated that these people who may have need of concentrated and intensive manpower services to make them fully competitive in the job market outnumbered the unemployed more than five times; that a very large number of persons in the area needed our assistance and the assistance of other agencies with manpower responsibilities.

For the woman seeking work, the existence of a tight local labor market means that the climate should be conducive to breaking down whatever traditional or mythical barriers exist. Consequently, the labor market situation assists us in easing the entry into the job market of the economically disadvantaged, minority group members, and others, including women, against whom the employment cards are traditionally stacked.

Current Manpower Aims

In the case of the D.C. area, we have developed a variety of training programs drawing upon the complete range of possibilities. During fiscal year 1969 we expect to provide more than 35,000 persons from the District of Columbia with manpower services ranging from traditional openings in apprenticeable occupations to supportive services supplied through the Concentrated Employment Program, such as day care or even counseling assistance to ex-narcotic addicts. Included among the manpower services are institutional training, on-the-job training in cooperation with the National Alliance of Businessmen, the Neighborhood Youth Corps, the Work Incentive Program, and many others.

The Washington Concentrated Employment Program (WCEP)

During the first 14 months of operation, WCEP served about 13,000 persons--more than double the number the program was contracted to serve. Of those persons served by the program during its first year of operation, 65 percent were women. Among the services received by these women were day care and transportation as well as work experience, orientation to the world of work, and job training. The New Careers component of WCEP provided some interesting opportunities for women. As an indication of our own commitment to this program, 20 new careerists--all women--ranging in age from their early twenties to their late forties were brought into the U.S. Employment Service for the D.C. in a newly created job classification, employment service aide.

Another interesting facet of our experience with the WCEP program proved to be the ease with which we were able to recruit women. The assumption in establishing a program aimed at the hardcore unemployed was that such applicants would be males. But the preponderance of applicants turned out to be women, and my understanding is that this was

the experience in a number of CEP cities around the country. Few of them needed motivation. They accepted our counseling services and undertook whatever training was recommended with enthusiasm. We have as a result been able to place them in a vast array of jobs, at a variety of skill levels, some at the minimum wage, but many at wages over $2 an hour.

The Work Incentive (WIN) Program

The WIN Program, established by the 1967 amendments to the Social Security Act, is directed toward welfare recipients, which for the most part means women heads of households. Washington is one of the first jurisdictions to have an operating program, and we expect to enroll 1,700 persons by June of 1969. Initially, there were some fears on the part of welfare recipients that they might be forced into marginal jobs against their will under threat of being dropped from the welfare rolls. However, we have stressed the voluntary and beneficial aspects of this program, and we have had an overwhelming response to it. In contradiction to a number of the myths that have been developed about welfare recipients, these women have proved eager to be enrolled in the WIN Program. A national study of people on welfare has also shown that, contrary to a prevalent myth, a number of women receiving welfare also held jobs--thereby exploding the idea that reliance on welfare was an alternate way of life to employment.

The structure of WIN is not dissimilar to CEP in that a number of manpower services are incorporated under a single heading to respond to the variety of needs found in the target population. Basic education, orientation to work, formal training, and work experience are available to WIN clients. The Department of Public Welfare provides supportive social services such as medical assistance and child care. As expected, adequate day care services are most important to the persons enrolled in this program, since they typically have large families.

New Careers

Jobs within agencies engaged in the human services fields can be restructured to develop job ladders between the entry level and difficult-to-fill professional positions, which can be filled by persons who do not have the credentials traditionally associated with such occupations. Teacher aide and employment counseling aide programs are examples of this approach.

The creation of new positions in shortage areas and the structuring of training, supplemental education, and work experience to move people through such programs are part of the New Careers concept.

New Careers currently consists of three projects with about 250 participants, about half of whom are women.

JOBS

The new JOBS (Job Opportunities in the Business Sector) Program--in which the Federal Government underwrites private employers to "hire, train, and retain" disadvantaged persons--currently has about 25 projects, among which about 200 women are being trained in activities such as cosmetology and data processing. The data processing concern has highest praise for the women they have hired. They have proved to be interested, conscientious, and willing--and the dropout problem has not occurred there.

The Manpower Development and Training Act (MDTA)

The Manpower Development and Training Act provides a number of training opportunities for the disadvantaged, although it is not necessarily directed to them alone. As of the middle of November, there were about 25 ongoing MDTA courses in this area, many of them with more than one section or class. More than 1,000 trainees are involved, and the great majority of courses are open to both males and females. Included is training for programer and computer operator, oceanographic aide, and law enforcement officer--occupational fields that might have been for men only just 10 years ago. The ladies, of course, still fill the courses covering the traditional occupational fields for women such as clerk-typist and licensed practical nurse, but the MDTA program is attempting to broaden the kinds of jobs that women perform.

Opportunities Industrialization Center

Training opportunities for individuals who do not need special financial assistance while training are also available at OIC's. The D.C. OIC has trained persons in at least 12 different skills--women and girls particularly in typing, teletyping, keypunching, and cashiering. About 600 participants have been placed--a creditable performance of over 90 percent, which has been coupled with a high retention rate. Important to know, too, is the fact that the OIC has quite a waiting list of those seeking training.

Other Training Opportunities

Further training opportunities available in the area include those directed to special groups, such as the rehabilitation of offenders, programs for the handicapped under the Department of Vocational Rehabilitation, and programs directed toward broader target groups such as the on-the-job training administered by the Urban League. Important among the programs to the general populace, of course, are the regular vocational training programs of the District of Columbia schools as well as the adult vocational education programs, offered at various locations in the city and frequently in the evening.

Back of these programs and many others I have not the time to even mention is the provision for work experience under NYC (the Neighborhood Youth Corps) which assists thousands of D.C. youth, boys as well as girls, to stay in school and some to return to school. It has a dual purpose: assisting these needy children to get an adequate education and at the same time giving them an opportunity to acquire acceptable work habits. It is a training program, if you will, for our future labor force.

Women as Employees

I would be unfair if I did not mention the parallel responsibilities all of us in the manpower field must share which go beyond the establishment and operation of formal programs--the work that must be done in "selling" women as potential employees, in abolishing the "myths" about women that block their entry into the labor market, and in eliminating the barriers that are a legacy from the days when the labor market was so loose that employers could, with impunity,

hire overqualified workers to fill their jobs. This is part of the job development responsibility of the Employment Service, the United Planning Organization, representatives of employers' groups such as the Board of Trade, the Civil Service Commission, and--to some extent--every organization represented at this conference. Changing attitudes may well be the hardest part of our jobs, but it may also be the key to the success we are seeking.

The female labor force includes every variation found in the broader work force. My own judgment, however, is that women are as strongly motivated as--and in some cases more motivated than--their male counterparts to be absorbed into meaningful jobs. While in many cases they have been victims of an unjust system that has sought to compartmentalize them or in some cases exclude them entirely, women have shown a remarkable eagerness to work within that system and play a meaningful role in it.

School-Community Role

As Manpower Administrator--exposed as I have been to the problems of preparing people for work--I have developed a very strong feeling that considerably more needs to be done to bring about closer coordination and more cooperative effort between the community and its schools toward preparing the youth of the Nation for the world of work. I can envision considerably less need for the kinds of programs we have now if this closer relationship can be developed. It could take many forms, such as heavier involvement of employers in curriculum development, employers' representatives serving as consultants in career development counseling programs, and the meshing and subsidy of work with education on a part-time basis somewhat along the lines of the NYC, although directed more toward development of occupational skills in addition to the development of good work habits and proper attitudes toward supervision.

I am sure this conference can think of possibilities along this line other than those I have mentioned here. It is not my function here to get into such specifics. I offer these thoughts to identify another field that may be explored fully by this conference. I only hope, therefore, that these remarks may be helpful, and possibly thought provoking, to the furtherance of the objective of this conference--creating more job opportunities for women and girls in this area.

WORKSHOP SESSIONS

At the end of the first general session, participants divided into 10 assigned workshop groups. The topics selected for discussion were Counseling for Today's Jobs; Training for Today's Jobs; Supportive Services for Today's Jobs; and Today's Jobs--Employment Opportunities, Practices, Policies, and Attitudes. The workshop sessions were continued the following morning.

Well-qualified people from among school and government officials, personnel and training directors, administrators, and other individuals drawn from labor and management were selected to lead the discussions, provide resource information, and record the highlights of the workshops. Among agencies and organizations providing such conference leadership were local schools and colleges; the U.S. Civil Service Commission; U.S. Employment Service; National Capital Area Child Day Care Association; D.C. Manpower Administration; D.C. Public Welfare Department; National Alliance of Businessmen; Women's Job Corps; D.C. Department of Vocational Rehabilitation; Metropolitan Washington Board of Trade; private business corporations; volunteer organizations, such as the Health and Welfare Council and Washington Opportunities for Women; the United Planning Organization; unions; the D.C. Minimum Wage and Industrial Safety Board; the Equal Employment Opportunity Commission; the Washington Hospital Council; and others as listed in the appendix, in addition to representatives of the sponsoring agencies.

FINAL GENERAL SESSION

WORKSHOP FINDINGS

Workshop recorders had been provided report forms which covered three aspects: issues discussed, significant comments, and recommendations or consensus of the group. At the final general session a spokesman from each workshop presented highlights of the discussions based upon these reports.

The summaries that follow are compilations of the ideas and recommendations that emerged from the workshops.

COUNSELING FOR TODAY'S JOBS

Underlining much of the discussion in these workshops was the realization that social and economic forces are shaping a new pattern in women's lives. Effective counseling in schools and other counseling agencies outside the schools is imperative to educate both men and women to understand women's changing role and to enable women to develop a fuller, more purposeful use of their potential. The workshop participants urged counselors to seek widening opportunities for girls and women. They should not limit girls and women to jobs traditionally assumed to be feminine but should actively explore new opportunities and encourage them to go into occupations such as industrial crafts, including the apprenticeable trades. Organizations of counselors were encouraged to take the initiative in educating their own members and nonmembers in areas of vocational problems unique to women.

The workshops made numerous recommendations both on counseling in the schools and other counseling services. The school counseling recommendations fell into two groups: (1) improving counseling programs and techniques and (2) counselor education and training.

(1) Improving School Counseling Programs and Techniques

It was pointed out that the counselor-student ratio needs to be improved at all levels in the District of Columbia, but particularly at the elementary level. Also recommended were the greater use of paraprofessionals as counselor and community aides to carry on nonprofessional duties and the expanded utilization of the team approach to student developmental problems. It was recognized that counselors have a continuing challenge to bring up-to-date information on the world of work to the students. Counselors were therefore encouraged to bring unions, employers, and professional groups into the schools to provide current job information. The greater use of students and even recently graduated students in counselor programs was suggested, as was the involvement of parents in workshops with counselors, teachers, and students. There was a realization that the community shares some responsibility with the schools in updating and expanding school counseling programs. Positive programs, such as job tours sponsored by the D.C. Citizens for Better Education and the programs for placement counselors of George Washington University and the Board of Trade, should be given recognition. More such programs were requested.

Some special problems were discussed. For example, there was a strong feeling expressed that the curriculum in home and family life education in the schools should be improved and that those courses should be taught by well-qualified teachers. Also, adequate programs, facilities, and counseling services should be provided for unwed mothers. Establishment of residence homes where unwed mothers can live with their children and receive training or be employed was suggested.

(2) Counselor Education and Training

It was suggested that a rethinking of counselor preparation standards in light of present-day needs is called for. Education in the universities should cover sensitivity training in interpersonal relationships.

Such training could also be included as part of the inservice training program. More orientation to job facts of life in addition to the theory of the counseling process was considered important in counselor education by the workshop participants. It was recommended that a study be made of the advisability of dropping the 2-year teaching experience requirement.

Some method, perhaps by recertification requirements, should be devised to require counselors to keep up to date their knowledge of the world of work and developments in the field. Visiting briefing teams could be useful in updating counselors' skills as well as adding to students' knowledge. The public school system was urged to work out a reciprocal arrangement with the USES-DC for an organized exchange of school counselors with Employment Service counselors (including NYC counselors), for mutual enlightenment and training.

It was felt that released time should be made available to counselors to attend workshops or conferences. "Counselor conditioning" was believed to be fully as urgent as "conditioning counselees."

Counseling Outside the Schools

Several recommendations emerged from the workshops on other types of counseling services. One of the most significant proposed that counseling centers, possibly using school or storefront facilities, should be established to serve both adults and youth in evening and weekend hours. The recommendation envisaged that the centers would utilize the team counseling concept such as that of the Human Resources Development Program of the Employment Service, with neighborhood persons on the team and furnishing supportive and followup services.

The need for an adequate clearinghouse of information on resources, listing various services and programs, was pointed up repeatedly by participants.

Another proposal in this area was that vocational rehabilitation counseling include more support services and followup.

The desirability of providing counseling services for a prolonged period after employment in order to stabilize applicants who have continuing problems was also stressed.

Special counseling for new entrants in large government agencies received considerable support.

TRAINING FOR TODAY'S JOBS

The recommendations of the workshops on job training fell into two categories, those relating to job training within the school system and those relating to other training agencies and programs.

Training in the Schools

In the first group a proposal was made for an evaluation of the whole vocational education program of the D.C. Public Schools. Expansion of the system of vocational education was considered of the greatest urgency. More vocational schools, located in relation to the needs, should be established. Segregation of the sexes in vocational schools should be abandoned. The D.C. schools should enlarge their night school curriculums in vocational subjects. More emphasis should be placed on the world of work in the regular school curriculum beginning at earlier levels--perhaps at sixth or seventh grade. It was also suggested that industry should be more involved in the preparation of curriculum and job training courses and in day-to-day association with the schools. The use of industry-business advisory councils should be expanded.

Training Outside the Schools

One of the most significant recommendations relating to training agencies and programs carried on outside the schools was that a central skills center be established with satellites throughout the District of Columbia, to coordinate training and supportive services for adults and inschool youth.

Workshop participants also pinpointed the need for compilation of a directory of training agencies and opportunities geared for those needing training. It should be written in lively, popular form and given widespread distribution.

The use of actual business locations as training sites should be investigated, as well as the possibility of paying businesses for use of their facilities through existing funding opportunities. CAMPS should continue its work coordinating training programs, and all groups involved with training should be invited to cooperate with this organization.

Other specific recommendations pointed to the pressing need for continuous job orientation, retraining those with negative attitudes and self-concepts, more training to prepare women and girls for jobs with career ladders, and raising the status of certain occupations by specific training of both employers and employees.

SUPPORTIVE SERVICES FOR TODAY'S JOBS

For many women and girls, obtaining a job is only a first step into the occupational arena. The multiple range of problems facing them often means that without additional aid from the community or the employer, they would find it impossible to continue to work.

Urgent Needs

The most pressing needs, reiterated constantly by the participants, were for adequate infant and child care, for health care, and for mass transportation facilities. Day care, it was felt, must of necessity be publicly subsidized at least partially. There was some support for the idea that it be available on a 24-hour basis. Large Federal agencies and other employers should be encouraged to establish day care facilities for their employees.

Housing projects should be encouraged to offer child care services. A need was expressed to train "helping mothers" who can provide supportive services

such as homemaking, housekeeping, and consumer education. Storefront centers, with aides trained and available for door-to-door visitations among low-income families, should be utilized.

The D.C. Commission on the Status of Women was urged to join forces with the Health and Welfare Council in preparing a simple and popularly written directory of supportive services, to be distributed to potential consumers of the services. The Commission was requested to work with the Department of Agriculture and the Federal City College, through its Extension Service, to make urban education programs more readily available to low-income mothers.

The STAY (School To Aid Youth) program at Spingarn High School was cited for its unique holding power and ability to retain the dropout-returnee through graduation. It was recommended that such after-school-hours programs, which include a variety of supportive services, be extended throughout the city.

Emphasis was placed on the need for training volunteers to assist in agencies working with low-income families. These volunteer workers can provide a number of necessary services for working mothers and their children. Greater opportunities for part-time employment were recommended.

TODAY'S JOBS--EMPLOYMENT OPPORTUNITIES, PRACTICES, POLICIES, AND ATTITUDES

Vocational Directions

Basic to the discussion was the premise that employers have to change their concepts of the variety of jobs women and girls can do--that, although some of the myths have been exploded, many still remain. To achieve this, greater use should be made of TV and other communications media to educate the public about employment opportunities for women. Career development programs offering job ladders for subprofessionals in Federal employment, with emphasis on on-the-job training and incentive plans should be geared to upgrading particular vocations.

It was agreed that employers have a responsibility for continuous training, and that a committee composed of school, government, and business representatives should be established to assess jobs available to women and girls. The committee should visit industrial facilities to ascertain what is needed and analyze existing jobs for possible redesign to increase opportunities for nonprofessionals.

Work permits came in for much discussion, and a recommendation evolved that working permits be made interchangeable between governmental jurisdictions. COG (the Council of Governments) was asked to address itself to the problem of interstate work permits and other barriers to employment.

It was felt that protective labor legislation, including safety and maximum hours, should be reviewed and updated.

With the expansion of opportunities as a result of the 1968 amendments to the Vocational Education Act, additional funds for cooperative programs should be sought. Vocational schools should provide actual employment experiences for their students, possibly in line with work-experience programs.

Procedures for applying for and entering jobs should be simplified. It was the general feeling in the workshops that entry skills should be upgraded and assistance offered for those entering the job market.

Women Offenders

Special problems are faced by parolees and women and girls who have been released from correctional institutions. There is a continuing need for informed vocational counseling within the Department of Corrections and additional training slots for this population.

Cooperation within the institutions between manpower agencies and penal authorities for realistic training and placement of offenders, such as Opportunities Industrialization Centers and vocational rehabilitation agencies now provide in some institutions, is imperative. Total community involvement is necessary to furnish supportive services such as halfway houses, job coaching, and indeed the placement of offenders in jobs.

WHERE DO WE GO FROM HERE?

Highlights From Concluding Remarks by Mrs. Mary Dublin Keyserling*

This has been a stimulating and constructive conference. We joined together to discuss "Wider Job Horizons for Women and Girls"--an exceedingly important subject--because of our shared conviction that there is no greater purpose in our democracy than to enlarge the means of helping all our people realize their potentials to the full.

Underutilization of Womanpower

The conference helped to bring home to each of us, even more clearly than before, the realization that the great national resource which is our womanpower is as yet seriously underutilized.

We recognized that although the number of women in the labor force has doubled during the past three decades, they remain concentrated in the relatively lesser skilled, lesser paid jobs. Sex labels still cling tightly to some types of work. We are, all of us, concerned with how these labels can be pried loose and employment opportunities for women widened. For we concur that our society needs the best each of us has to give, and to be able to give of one's best is a privilege we owe to every one of our young girls and women.

If we are to achieve this goal, we must find the means to improve and enlarge counseling and training services and to widen employment opportunities. And may I borrow the words of President Johnson--this we must do if we are "to waste no talent, frustrate no creative power, neglect no skill in our search for an open and just and challenging society."

*Mrs. Keyserling was Director of the Women's Bureau of the U.S. Department of Labor from March 1964 until January 20, 1969. She also served as Executive Vice Chairman of the Interdepartmental Committee on the Status of Women. A consulting economist, lecturer, and author in the social welfare field, Mrs. Keyserling has held other high-level posts in Federal agencies and such national organizations as the Conference on Economic Progress and the National Consumers' League.

We have just heard some excellent workshop reports, and there is no need for me to repeat the highlights which they have brought to you so effectively, and which remain fresh in your minds. May I, therefore, use these last few moments not to recapitulate but to raise a few questions which seem to me to be very germane and which, because our time together was so short, we were unable to explore to the extent we might have liked. Had we had more time, perhaps we would have considered more fully the importance of outreach to our girls in their very early years. Career choices have their beginning in a very real sense in the early formative years when concepts of self begin to emerge. It's then that our life goals begin to shape. How important it is that we reach parents--fathers as well as mothers--so that, from the start, they may be more aware of the new realities in women's lives! so that they may aspire to their daughters' futures no less than they now aspire to their sons'! The multiplicity of roles is a reality now for the majority of our women. In the years ahead, women will increasingly combine marriage and employment, and their working life span will undoubtedly lengthen. When parents and teachers of children of all ages recognize this more fully, they will do a better job in preparing girls as well as boys for their actual futures.

Early Outreach

We talked of the need for better, more realistic counseling. Did we talk enough about the need for far more counselors? To up the counselor-student ratio will cost money. We must be prepared as a society to invest it. Did we deal with this key issue perhaps too lightly? Ours is a society rich enough to make the needed investment in the key capital resource which is our people.

Need for More Counselors and Better Counseling

We talked of what would make for better counseling--more knowledge of job prospects and realities; a better and fuller flow of relevant materials; increased involvement of employers, union members, and other leading citizens in advisory capacities. Did we stress as much as we might have, had our time together been longer, how helpful would be the participation of the successful role model? She can help dramatize what it

means to be a person of dignity and stature in the full range of jobs to be done--whether one elects to be the best of home assistants or computer programers, a practical nurse or a surgeon.

Special Counseling Needs of the Mature Woman

We emphasized in our discussions the counseling needs of our young people. Had we had more time wouldn't we have said more, too, of the special counseling needs of mature women who increasingly are being drawn into the labor force? It is their potential skills that are particularly underused when they drift back in, lacking orientation and training. The New York Committee on the Education and Employment of Women recommended the establishment of counseling centers to which women from every educational and income background might come to be aided in finding where their talents lie and to be advised on appropriate training and job opportunities. Especially do they need a boost to their self-confidence--encouragement in recognizing that the world needs them, that they have an important contribution to make. New York has already established one such center. Another is on the way. Don't we need them here in Washington, too? What can our secondary schools do more adequately to give vocational education to mature women in their neighborhoods? Should our adult education programs be updated with this need in mind? Our continuing education movement has been largely college and university based. Our schools need to get into the picture, to lend a hand not only to women but men as well. Life is longer than it used to be; technological displacement is on the increase. Many of our people must retool for a new life. And shouldn't additional financial assistance be available to make this possible for men and women alike?

Neighborhood Counseling Centers

Volunteer Training

What of the use of the school's personnel and facilities for training adult women for community service as volunteers, as aides, as effective citizens?

Need for Revitalizing School Experience

As I visited the workshops I heard something reiterated time and time again which I didn't think came out quite loudly and strongly enough in the summary reports. This was--how do we communicate to our youngsters, better than we are now doing, a sense of enthusiasm about the exciting jobs to be done? that work, that life is exciting? that it's worth aspiring to the very best one is capable of?

Had we had more time would we not have talked more of the need for curriculum revision to bring more realism into the school system and the need to reshape education to relate more closely to new life needs? Would we not have wanted to debate more fully the pros and cons of bringing actual work experience into the educational and vocational process? One thing we all felt strongly: it is urgent that the school experience be made more vital and challenging.

Need for More Opportunities in Apprenticeships

Did we deal too lightly with the unavailability to girls of apprenticeship training? There are some 275,000 young people presently in such training. Less than 1 percent are girls. Today 15 percent of our men work in the crafts and trades; less than 1 percent of our women. Isn't this an important area of discourse? How do we break down existing barriers?

In the last 18 months we have doubled the number of our Negro boys in apprenticeships. We can be proud of this beginning. Let's set the same goal for our Negro girls, for all our girls. There's no place for girls to go in apprenticeship but up.

Need for Job Restructuring

Another challenge many of us would have liked to talk about at greater length is the need for developing new careers--for job restructuring to shift nonprofessional responsibilities from professional jobs to open up larger opportunities for aides in the health, welfare, education, and other fields.

Day Care Needs

We talked of the need for the expansion of day care facilities. In the last 5 years, the number of facilities available has more than doubled, but during this period the number of children of working mothers has increased far faster than the number of new day care places. We have a job to do to tell the story of the compelling urgency of unmet need, to dramatize the need for Federal funds for construction and for operating subsidy. What is now available is pitifully small.

Legislative Needs

And while we mention legislation relative to the needs of women workers, should we not also mention the need for legislation to raise allowable tax deductions for day care and to authorize them for household assistance?

Need for Work Opportunities

One more very vital point in the legislative area: we are concerned with better counseling, better training, and better preparation for the world of work. Let's not forget a most basic issue. The jobs must be there. Our teenage unemployment rate is tragically high, especially for nonwhite youth--highest of all for nonwhite girls. We must face up as a society to our responsibility for job creation. What the private sector is unable to provide must be assumed as a public responsibility. Jobs must be available to all those who seek them and at a living wage.

Need for Total Community Involvement

What, in summary, have we been really saying? That if we are to reach our goals all of us who are involved--teachers, counselors, parents, other citizens--must care more deeply and must become more intensively involved in decisionmaking. Educators, employers, union representatives, parents, representatives of women's organizations and our civic groups, and representatives of our government agencies at every level must become active participants in a common discourse. Far better coordination of our mutual interests and efforts is of the essence.

Above all, what we have been saying is that we must pledge far stronger commitment of our resources and of our hearts and hands and minds if we are to make it possible for all our people to give of their best. This is the essence of the democratic promise. This demands the full participation of all of us, in all the spheres of community interest we have brought together today, here in Washington--in all of our communities--if this is to be a promise fulfilled.

PROPOSALS FOR ACTION

These resolutions were formulated by a special committee which represented the four sponsors, on the basis of the presentations and discussions during the conference. They were received and adopted by the Conference Planning Committee, meeting in final session February 5, 1969. As stated, they are blueprints for action. At the request of the participants for early distribution of the recommendations, they were sent to all registrants upon their adoption.

The D.C. Commission on the Status of Women subsequently voted to establish a task force to work out plans for further implementation and assure that the constructive ideas coming from both the conference planning and the conference itself would be carried forward.

(1) In order to strengthen the counseling program in the public school system in the District of Columbia, there should be further improvement in the counselor-student ratio, greater use of paraprofessionals as counselor and community aides, and expanded utilization of the team-counseling concept. For improved communication, parents should be included in workshops with counselors, teachers, and students. The school system should make greater effort to include in its counseling program members of professional groups, unions, and employers, in order to maintain up-to-date information on job and training opportunities for the use of counselors, teachers, and students in junior and senior high schools.

A cooperative system for a regular inservice program of counselor exchange should be instituted by the D.C. Public Schools and the U.S. Employment Service for the District of Columbia.

(2) Community counseling centers in conveniently located schools or other facilities should be designed to serve adults as well as youth during evening and summer hours. These centers should provide key supportive services in neighborhoods where they are most needed. The supportive services, in addition to counseling, should include health care, child care, vocational information referral, and extended school programs for children and adults.

(3) The Vocational Education Advisory Council to the Board of Education should initiate an evaluation of the vocational program of the D.C. Public Schools.

(4) The Vocational Education Advisory Council to the Board of Education should utilize the resources provided in the 1968 amendments to the 1963 Vocational Education Act to give more emphasis to vocational training in homemaking and to consumer education for all students.

(5) The Vocational Education Advisory Council to the Board of Education should establish a subcommittee to give special attention to the vocational counseling of girls for both homemaking (including family living) and gainful employment in all occupational areas.

(6) Adequate programs, facilities, and counseling services should be provided for unwed mothers.

(7) More child care centers should be established, and existing centers which are substandard should be improved to meet the needs of working mothers and to afford every child the benefits--health, educational, and social--from these services. In order to make child care service available to low-income families, both public subsidies and payment of fees on a sliding scale are essential. More programs to train teaching staff and aides in the child development field should be developed.

(8) The need for improved transportation at reasonable cost, in order to make training and employment opportunities for women and girls more readily available in both the metropolitan area and the outlying suburbs, should be recognized.

(9) Pilot projects for the special training of volunteers to provide counseling, training, and placement services, and other supportive services for women and girls, both inside and outside the schools, should be established.

(10) A central skills center, with satellites strategically located throughout the District of Columbia, should be established to provide a coordinated program for training and supportive services of adults and inschool youth.

(11) The D.C. Commission on the Status of Women should establish a task force to determine the most feasible way to provide a clearinghouse service of information on counseling, training, and employment opportunities, including supportive services, for girls and women in the District of Columbia.

Appendix A

PROGRAM
Friday, December 6, 1968

3:00-3:30 p.m.	REGISTRATION AND COFFEE
3:30-4:30 p.m.	OPENING SESSION Mrs. Henry Gichner, Presiding
	WELCOMING REMARKS Mrs. Henry Gichner Chairman, D.C. Commission on the Status of Women
	Mrs. Aileen Davis Assistant Superintendent, Pupil Personnel Services D.C. Public Schools
	Mr. Robert Volland Director, Vocational Education Department D.C. Public Schools
	Mrs. Mary N. Hilton Deputy Director, Women's Bureau
	KEYNOTE ADDRESS - "TAPPING WASHINGTON'S WOMANPOWER" Mr. Horace R. Holmes D.C. Manpower Administrator
4:40-5:40 p.m.	WORKSHOP SESSIONS
	I. Counseling for Today's Jobs II. Training for Today's Jobs III. Supportive Services for Today's Jobs IV. Today's Jobs--Employment Opportunities, Practices, Policies, and Attitudes

Saturday, December 7, 1968

8:00-9:00 a.m.	REGISTRATION
9:00-11:00 a.m.	WORKSHOP SESSIONS (Continued)
11:00-11:30 a.m.	COFFEE BREAK
11:30 a.m. - 1:00 p.m.	CONCLUDING SESSION Mrs. Henry Gichner, Presiding PRESENTATION OF WORKSHOP REPORTS General Discussion of Workshop Recommendations "WHERE DO WE GO FROM HERE?" Mrs. Mary Dublin Keyserling Director, Women's Bureau

Appendix B

CONFERENCE COMMITTEES

Planning Committee

Mrs. Bertha H. Bolden
Mrs. Yvonne K. Brown
Mrs. Ilia L. Bullock
Mrs. Erna R. Chapman
Miss Eleanor M. Coakley
Mrs. Violet J. Darius
Mrs. Aileen H. Davis
Mrs. Elsie L. Denison
Mrs. Julia Y. Fickling
Mrs. Kathryn N. Fox
Mrs. Henry Gichner, Chairman
Miss Evelyn Harrison
Mrs. Mary N. Hilton
Mr. Horace R. Holmes
Dr. Irene C. Hypps
Miss Jane E. Marilley
Dr. Olive McKay
Mr. William J. McManus
Mrs. Ruth G. Nadel
Mrs. Elsa Porter
Mrs. Joy R. Simonson
Miss Shada K. Von Hein
Mrs. Etta Warehime

Miss Marguerite I. Gilmore, Coordinator
Mrs. Vernice I. Watkins, Conference Secretary

Exhibits Committee

Miss Carolyn Carter
Mrs. Vera Dempsey
Mr. Stanley Petersen

Special Subcommittee on Proposals for Action

Mrs. Yvonne K. Brown
Mrs. Erna R. Chapman
Mrs. Elsie L. Denison
Mrs. Kathryn N. Fox
Mrs. Lucille J. Gayle
Dr. Irene C. Hypps
Dr. Olive McKay
Mrs. Grace Robinson
Mrs. Barbara Stockton

Appendix C

WORKSHOP CHAIRMEN, RESOURCE PEOPLE, AND RECORDERS

WORKSHOP I. COUNSELING FOR TODAY'S JOBS

	Section A	Section B
CHAIRMAN:	Mrs. Beatrice M. Hill Manpower Administration U.S. Department of Labor	Mrs. Ruth Bandy U.S. Employment Service, D.C.
RESOURCES:	Mrs. Ann Gans U.S. Employment Service, D.C.	Mr. Eugene Miller Women's Detention Home
	Mrs. Barbara Simmons Washington Technical Institute	Mrs. Justine Lower U.S. Civil Service Commission
	Mrs. Pramila Pandey Opportunities Industrialization Center	Mrs. Katherine Coles Federal City College
	Dr. Irene C. Hypps Washington School of Psychiatry	Mrs. Julia Y. Fickling Division of Guidance Services D.C. Public Schools
RECORDER:	Mrs. Catherine East Citizens' Advisory Council on the Status of Women	Miss Jean A. Wells Women's Bureau U.S. Department of Labor

WORKSHOP II. TRAINING FOR TODAY'S JOBS

	Section A	Section B
CHAIRMAN:	Mr. Robert Volland Vocational Education Department D.C. Public Schools	Mr. Lawrence L. Baylor Manpower Development Training D.C. Public Schools
RESOURCES:	Mr. James F. Lee D.C. Department of Public Welfare	Dr. Selma F. Lippeatt Federal City College
	Miss Shada K. Von Hein Bureau of Apprenticeship and Training U.S. Department of Labor	Mr. Aaron C. Alexander U.S. Employment Service, D.C.
	Miss Evelyn Harrison U.S. Civil Service Commission	Mr. Anthony Hudson U.S. Civil Service Commission
	Dr. Helen I. Brown Washington Technical Institute	Mrs. Betty J. Queen D.C. Department of Public Welfare
RECORDER:	Mrs. Alice Gaines D.C. Council of Administrative Women in Education	Miss Abigail Turner Women's Bureau U.S. Department of Labor

WORKSHOP III. SUPPORTIVE SERVICES FOR TODAY'S JOBS

	Section A	Section B
CHAIRMAN:	Mr. Thomas Taylor National Capital Area Child Day Care Association	Mr. Gerard M. Shea D.C. Department of Public Welfare
RESOURCES:	Mr. Laurens H. Silver Neighborhood Legal Services Program	Dr. Dorothy B. Ferebee D.C. Commission on the Status of Women
	Mrs. Dorothy Passer Health and Welfare Council of the National Capital Area	Mrs. Lillian N. Boone Burdick Vocational High School
	Mr. Richard Sheppard D.C. Department of Vocational Rehabilitation	Mr. Ralph D. Fertig Washington Planning and Housing Association
	Mrs. Mary G. Turner Adult Education Demonstration Center D.C. Public Schools	Mrs. Pearl G. Spindler Women's Bureau U.S. Department of Labor
RECORDER:	Miss Mary C. Manning Women's Bureau U.S. Department of Labor	Miss Rose R. Terlin Women's Bureau U.S. Department of Labor

WORKSHOP IV. TODAY'S JOBS--EMPLOYMENT OPPORTUNITIES, PRACTICES, POLICIES, AND ATTITUDES

	Section A	Section B
CHAIRMAN:	Mr. Charles D. Redding National Alliance of Businessmen	Mrs. Jean Sisco/Miss Dorothy Foster Woodward & Lothrop
RESOURCES:	Dr. Berenice Mallory Office of Education U.S. Department of Health, Education, and Welfare	Mr. Gerald Lucas Job Redesign and Redevelopment U.S. Department of Health, Education, and Welfare
	Mr. James Bud Ward Marriott Corp.	Mr. James Gilman Washington Jobs Center
	Mr. LaVerne F. Linnenkamp U.S. Civil Service Commission	Mr. Jacques Avent Washington Metropolitan Area Jobs Council
	Mr. Jan Martin Washington Hospital Center	Mrs. Bertha H. Bolden Health Occupations Education D.C. Public Schools
	Miss Elizabeth J. Kuck Equal Employment Opportunity Commission	Mrs. Jane Snyder Hospital Council of the National Capital Area
RECORDER:	Miss Dorothy M. Pendergast Women's Bureau U.S. Department of Labor	Mrs. Yvonne K. Brown Office of Personnel and Training U.S. Department of Health, Education, and Welfare

	Section C	Section D
CHAIRMAN:	Mr. James L. Hatcher D.C. Department of Public Welfare	Dr. Bette J. Soldwedel Women's Job Corps Centers
RESOURCES:	Mrs. Jane Palmer Communications Workers of America	Mrs. Annette Hamilton Waitresses Union
	Mr. Richard R. Seideman D.C. Minimum Wage and Industrial Safety Board	Mr. Welcome T. Bryant Washington Jobs Center
	Mr. James W. Forcade The Macke Co.	Mr. Charles T. Greene D.C. Minimum Wage and Industrial Safety Board
	Mrs. Mary Janney Washington Opportunities for Women	Mrs. Arlene Neal D.C. Commission on the Status of Women
	Miss Martha Gibbons United Planning Organization	Mrs. Gwendolyn M. Wells Equal Employment Opportunity Commission
RECORDER:	Mrs. Evelyn W. Farber Women's Bureau U.S. Department of Labor	Mrs. June H. Wakeford Women's Bureau U.S. Department of Labor

Appendix D

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Appendix E

JOB HORIZONS
CONFERENCE PLANNING GUIDE

It is anticipated that other communities will hold conferences similar to this one--to open lines of communication between organizations, agencies, and concerned individuals in their own localities. The following guidelines, based on the plan used in organizing this conference, may be of assistance. It should be noted that several months were required from initial meetings of the sponsors to the final postconference sessions of the Planning Committee.

I. Sponsoring group organizes a representative conference Planning Committee

II. Planning Committee holds numerous meetings to--

- A. Determine goals
- B. Decide upon participants
- C. Develop program and select speakers
- D. Establish working committees
- E. Initiate plans for a conference report

III. Working committees perform tasks dealing with--

- A. Arrangements
  1. Obtain facilities for conference
  2. Compile invitation lists
  3. Prepare and mail announcement fliers
  4. Handle preregistrations
  5. Contact and get acceptances from workshop leaders, resource specialists, and recorders
  6. Assign participants to workshops
  7. Set up press conference prior to meeting
  8. Provide for refreshments at break time
  9. Provide for registration during conference
  10. Provide for press coverage and news releases during conference
  11. Provide for transcript or similar record of proceedings
  12. Arrange for photographer

B. Exhibits, kits,* and publications

1. Coordinate overall exhibit and display of materials supplied by sponsors and others
2. Secure materials, some specially prepared for the conference, from participating agencies
3. Prepare kits of leaflets, booklets, and appropriate conference materials for registrants

C. Program printing

1. Gather all necessary information prior to deadline
2. Work with printer for format, content, and accuracy

D. Briefing

1. Set up preconference meeting of workshop chairmen
2. Provide guidelines for workshop chairmen
3. Arrange preconference training session for workshop recorders
4. Provide materials for recorders
5. Develop discussion questions for workshops

IV. Planning Committee holds postconference meetings to--

A. Evaluate the conference
B. Review recommendations
C. Adopt proposals for action
D. Insure followup of conference

*A list of materials in the kits which were distributed to conference participants may be obtained by writing to the Women's Bureau, Wage and Labor Standards Administration, U.S. Department of Labor, Washington, D.C. 20210.

Sample

GOVERNMENT OF THE DISTRICT OF COLUMBIA
COMMISSION ON THE STATUS OF WOMEN
Room 201 District Building
Washington, D. C. 20004

JOB HORIZONS FOR GIRLS AND WOMEN

YOU ARE INVITED TO PARTICIPATE IN A CONFERENCE

----- to examine the vocational opportunities open to women and girls in the District of Columbia and the present programs designed to help them take advantage of these opportunities, with emphasis upon guidance, counseling, and continuing vocational education and training for the world of work;

and

----- to develop ways of improving, expanding, or devising new programs to assist women and girls, including those with special needs, to prepare for available work opportunities.

DATE: December 6 -- 3:00 p.m. to 5:40 p.m.
December 7 -- 9:00 a.m. to 1:00 p.m.

PLACE: Burdick Vocational High School
1300 Allison Street, NW.
Washington, D. C.

Registration: $1.00

Invitees are persons concerned with counseling, guidance, vocational education, training, job placement and supporting services for women and girls in the District of Columbia; employers, representatives of public and private agencies and organizations.

IF YOU WOULD LIKE TO ATTEND, PLEASE FILL OUT AND RETURN THE ENCLOSED FORM, INDICATING YOUR FIRST AND SECOND CHOICE OF WORKSHOPS. ATTENDANCE WILL BE LIMITED TO 200 AND PREFERENCE WILL BE GIVEN TO THOSE WHO RESPOND PROMPTLY.

Harold A. Clark, Assistant Superintendent
Vocational Education Department
D. C. Public Schools

Mrs. Henry Gichner, Chairman
D. C. Commission on the Status of Women

Aileen Davis, Assistant Superintendent
Pupil Personnel Services Department
D. C. Public Schools

Mary Dublin Keyserling, Director
The Women's Bureau, Wage and Labor Standards Administration
U. S. Department of Labor

Sample

J O B H O R I Z O N S C O N F E R E N C E

INSTRUCTIONS FOR CHAIRMEN

We hope you enjoy your two sessions. The Planning Committee is very appreciative of your willingness to assume this responsibility, and we know your particular background will be extremely useful in the workshop you are leading.

The resources have been chosen carefully, and can be called upon to clarify points, add facts or figures, or in other ways serve as support to you. You will remember that we decided at the luncheon planning meeting that they would not make presentations as such or serve as a panel.

A few suggested questions are attached for your use, as requested at the luncheon meeting. They may be helpful as guideposts both in areas of discussion, and in reminding the group that they are seeking some possible solutions. The suggestion has been made that the Friday workshop might set its agenda and select its focus, and on Saturday have in-depth discussion. That of course is flexible.

You may find it helpful to have the group members introduce themselves at the beginning and tell a little about their background.

Some details to check off:

1. Please consult with your recorder to decide which of you will present the workshop report at the General Session Saturday. We need this information for the chairman of that session.

2. Remind your group that they are to return to the same room Saturday morning for a continuation of the workshop discussion.

3. Evaluation sheets will be available. Please urge your group to fill them out at the end of the conference or return them with their comments as soon as they can. Their reactions will be very helpful.

4. At the close of Saturday's 9:00 - 11:00 a.m. session, your recorder will immediately have to prepare a summary to be used in the general session right after the coffee break. This entails considerable pressure on her part. You may prefer to go over her notes together to see that you agree on the significant issues brought up in your group.

G O O D L U C K !

Sample

JOB HORIZONS CONFERENCE

INSTRUCTIONS FOR RECORDERS

1. PLEASE CONSULT WITH YOUR CHAIRMAN TO DECIDE WHICH OF YOU WILL PRESENT THE WORKSHOP REPORT AT THE GENERAL SESSION SATURDAY. LEAVE THE ENCLOSED WHITE CARD WITH THE APPROPRIATE INFORMATION AT THE REGISTRATION DESK AFTER FRIDAY'S WORKSHOP MEETING. THIS IS ESSENTIAL FOR THE CHAIRMAN OF THE GENERAL SESSION.

2. YOU WILL NOTE THAT SUMMARY SHEETS ARE IN DUPLICATE, ONE SET FOR THE REPORT TO THE GROUP AND A COPY FOR MRS. KEYSERLING'S IMMEDIATE USE IN PREPARING HER CONCLUDING REMARKS SATURDAY AFTERNOON. PLEASE BRING THE DUPLICATE SUMMARIES TO THE REGISTRATION DESK AS SOON AS YOU COMPLETE THEM, AS NEAR 11:00 a.m. AS POSSIBLE.

3. USE EXTRA ENCLOSED DUPLICATE SHEETS IF YOU NEED MORE SPACE FOR YOUR SUMMARY--SIMPLY INDICATE THE TOPIC AND CONTINUE.

4. WE ARE INCLUDING A RED PENCIL IN YOUR KIT--SOME PEOPLE FIND IT HIGHLY USEFUL TO CHECK OFF IN THE MARGIN IMPORTANT POINTS DURING THE DISCUSSION IN THIS WAY, TO HIGHLIGHT DATA FOR THE SUMMARY SHEETS.

5. WE WOULD PREFER TO COLLECT THE COMPLETE RECORDER REPORTS WITH YOUR SUMMARY SHEETS AT THE CLOSE OF THE CONFERENCE, BUT SHOULD YOU FEEL YOU WANT TO TAKE THE TIME TO RECOPY OR EDIT YOUR RAW NOTES OR INCLUDE OTHER ESPECIALLY SIGNIFICANT ITEMS, PLEASE SEND THEM NO LATER THAN WEDNESDAY, DECEMBER 11 TO JOB HORIZON CONFERENCE, ROOM 1313, WOMEN'S BUREAU, U.S. DEPARTMENT OF LABOR, ATTENTION: MRS. RUTH NADEL.

THANK YOU FOR YOUR VERY REAL CONTRIBUTION TO A SUCCESSFUL CONFERENCE!

Sample

JOB HORIZONS CONFERENCE

EVALUATION SHEET

1. Was this conference helpful to you? How?

2. What new ideas did you gain?

3. What would you like as a follow up to the conference?
   What part could you play?

4. How can you individually or your organization implement the work of the conference?

5. Other comments or suggestions?

Name (optional)_____

Organization_____

Address_____

Please take a few minutes to fill this out, preferably before you leave Saturday. If that isn't possible, the Planning Committee would appreciate your mailing it in to Job Horizons Conference, Room 1313, U.S. Department of Labor, 14th and Constitution Avenue, NW., Washington, D.C. 20210

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